

**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS OF TRANSITIVITY**  
**ON THE STUDENTS' UNDERGRADUATE THESIS**  
**OF ENGLISH DEPARTMENT AT IAIN METRO**

**By :**

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**Student Number : 1601070066**



**TARBIYAH AND TEACHERS TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1443 H / 2021 M**

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF TRANSITIVITY**  
**ON THE STUDENTS' UNDERGRADUATE THESIS**  
**OF ENGLISH DEPARTMENT AT IAIN METRO**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
in English Education Department

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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalmu'alaikum Wr. Wb*

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We have given guidance and enough improvement to undergraduate thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: AN ANALYSIS OF TRANSITIVITY ON THE STUDENTS' UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO. Written by: Anis Ariska, Student Number 1601070066, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, September 23, 2021 at 09.00 - 11.00 a.m

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**AN ANALYSIS OF TRANSITIVITY  
ON THE STUDENTS' UNDERGRADUATE THESIS  
OF ENGLISH DEPARTMENT AT IAIN METRO**

**ABSTRACT**

By :Anis Ariska

The objectives of this research were to investigate the type of transitivity process use in students'undergraduate thesis and to find out the most dominant type of transitivity in undergraduate thesis of English department students at IAIN Metro. This research is expected to be beneficial in informing the useful of transitivity because the concept of transitivity is very important in studying the writing skill

This research was a qualitative research. The type of research was a case study. Meanwhile, the qualitative design used in this study was a descriptive study. The data were taken from the primary sources that were the tenth undergraduate thesis of English department students of IAIN Metro in the Academic Year of 2014/2015, particularly in the part of the background of study.

The result of this research showed the use of transitivity and there were 4 types of transitivityprocesses that occurred in the data, they were: material process (28,9%), mental process (21,9%), relational process (35,1%), and existential process (14,1%). While, behavioral and verbal process were not found. The most dominant type found was relational process.

***Keywords: analysis, transitivity, undergraduate thesis, qualitative research.***

# **ANALISIS TRANSITIVITAS PADA SKRIPSI MAHASISWA DI JURUSAN TADRIS BAHASA INGGRIS IAIN METRO**

## **ABSTRAK**

**Oleh: Anis Ariska**

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan proses transitivitas dalam skripsi mahasiswa dan untuk mengetahui jenis transitivitas yang paling dominan dalam skripsi mahasiswa jurusan Tadris Bahasa Inggris di IAIN Metro. Penelitian ini diharapkan dapat bermanfaat dalam menginformasikan kegunaan transitivitas karena konsep transitivitas sangat penting dalam mempelajari keterampilan menulis.

Penelitian ini merupakan penelitian kualitatif. Jenis penelitiannya adalah studi kasus. Sedangkan desain kualitatif yang digunakan dalam penelitian ini adalah studi deskriptif. Data diambil dari sumber primer yaitu sepuluh skripsi mahasiswa jurusan Tadris Bahasa Inggris IAIN Metro di Tahun Akademik 2014/2015, khususnya pada bagian latar belakang.

Hasil penelitian menunjukkan bahwa ada 4 jenis proses yang terjadi dalam data, yaitu: proses material (28,9%), proses mental (21,9%), proses relasional (35,1%), dan proses eksistensial (14,1%). Sedangkan proses perilaku dan verbal tidak ditemukan. Jenis yang paling dominan ditemukan adalah proses relasional.

***Kata kunci: analisis, transitivitas, skripsi, penelitian kualitatif.***



## STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Anis Ariska

St. Number : 1601070066

Faculty : Tarbiyah and Teachers Training

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State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, September 2021

The writer



Anis Ariska  
1601070066

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Anis Ariska

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Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, September 2021  
Yang membuat pernyataan



Anis Ariska  
1601070066

## MOTTOS

يُسْرًا أَلْتَمِعَ إِنَّ

*In fact after difficulty there are amenity*

*(Q.S. Al Insyirah: 6)*

## **DEDICATION PAGE**

I dedicate this undergraduate thesis to:

1. My beloved parents Mr. Nuri and Mrs. Sriyana who always support me in finishing this undergraduatethesis.
2. My beloved brother Heri purnomo and M. Bagas Kara.
3. My best friends, they are Indah, Refa, Shella, Shaniais and Vina always help me in finishing this undergraduate thesis.
4. My almamater IAIN Metro.

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Thanks to Allah SWT who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled “An Analysis of Transitivity on the Students’ Undergraduate Thesis of English Department at Iain Metro”. Sholawat and salam also deliver to our prophet Muhammad SAW who guided us from the darkness until the lightness.

Furthermore, this research could not be successful without support, guidance, advice, help and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

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2. Andianto, M.Pd., the Head of English Education Department and the co sponsor who has sincerely guided the researcher to accomplish this undergraduate thesis.
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4. All the lectures in English Education Department, who always give knowledge and information.
5. All of the staff of English Education Department who helped the researcher in processing of administration.
6. All of the staff of Library in IAIN METRO who helped the researcher in processing of administration

7. My parents, all of my friends who always give the researcher support, motivation inspiration, and their prayer in the process of writing and counseling this undergraduate thesis.
8. *Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all this time.*

The researcher realizes that this undergraduate thesis still have weakness. The researcher do apologizes for all mistakes of this undergraduate thesis. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, September 2021

The researcher,



**ANIS ARISKA**

**St. Number:1601070066**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is an important effort in each of Education level. It is because by mastering English, people are able to communicate easily, both of in spoken and written language. To be able to communicate in English there are four language skills that must be mastered. They are listening, speaking, reading, and writing.

Writing is one of language skills that must be mastered. By being able to write well in English, the writers can deliver the message to the readers clearly. Writing becomes very important as the way to explore the writers' idea through the written text. There are many factors that support writing skill.

Moreover, the linguistics aspect that contributes the writing skill are vocabulary, and grammar mastery. In addition, the mastery of punctuation and mechanics become other important linguistics aspects in writing. However, there are many problems got by the language learners in the process of writing. Most of them have limited vocabulary, so it is hard for them to construct the message that will be written by using appropriate vocabulary. Moreover, low grammar mastery also becomes barrier in writing. It is because insufficient grammar mastery leads to the confusion of the language learners to construct the sentences grammatically.

Furthermore, one of the grammar materials that support writing is transitivity. Transitivity is a system of the clause, affecting not only the verb serving as process but also participants and circumstances.<sup>1</sup> It means that transitivity includes a complex that concentrates on verbs, and includes process, participant and circumstance. Studying transitivity the writers can find out the content of sentences in detail.

In addition, transitivity describes the clause in terms of the number of basic constituents mostly noun phrase complements that are required to make the grammatical clause. The verb determines the transitivity of the clause based on the patterns reflect the number and kinds of complements and other complements required by different types of verbs.

In this case, in line with the importance of transitivity in writing, the researcher had found the phenomenon of the use of transitivity in undergraduate thesis based on the result of pre-survey. The researcher had conducted the pre-survey on July 13<sup>th</sup>, 2020 by exploring the use of transitivity in the students' undergraduate thesis of English Department at IAIN Metro. These phenomenon are illustrated in the following. Based on the prasurvey result, the use of transitivity in students' undergraduate thesis is pointed out as follows :

*The researcher found many errors.*

In above sentence, it was investigated that there is phenomenon of transitivity indicated by *Found* as process transitivity (material process),

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<sup>1</sup>M.A.K. Halliday, Christian Matthiessen, *An Introduction to Functional Grammar 3<sup>rd</sup> Ed*(London: Arnold, 2004), 181.

*the researcher as participant and many errors as circumstances* . Based on the description above, the researcher intends to explore the phenomenon of the use of transitivity in the undergraduate thesis writing. To find out the real phenomenon of the use of transitivity in thesis writing, the researcher intends to do qualitative research in the type of a case study entitled “An Analysis of Transitivity on The Students’ Undergraduate Thesis of English Department at IAIN Metro.”

## **B. Research Question**

Based on the explanation of background of the study above, the researcher formulated of research questions as follow:

1. What is the type of transitivity process used in undergraduate thesis written by the English education department student at IAIN Metro?
2. What is the most dominant type of transitivity process in students undergraduate thesis written by the English education department at IAIN Metro?

## **C. Objectives & Benefits of the Research**

### 1. Objectives of the Research

Based on the research question the researcher has 2 research objectives, including:

- a. To investigate the type of transitivity process used in undergraduate thesis written by the English Education Department students at IAIN Metro.

- b. To analyze the most dominant type of transitivity in students undergraduate thesis written by the English Education Department students at IAIN Metro.

## 2. Benefits of the Research

This research is useful for students, lecturers and other researchers.

### a. For the students

This research is expected to be beneficial in providing information and knowledge related to the use of transitivity in writing. Through this research, students not only know the use of transitivity in terms of theoretical concepts, but also from the real use in the thesis. Therefore this study provides benefits to students in developing the quality of English writing.

### b. For the lecturers

This research is expected to be able to contribute to other lecturers by providing additional information related to the use of transitivity in the undergraduate thesis. This research reveals real phenomenon about the use transitivity process in undergraduate thesis written by the English Education Department of the Student at IAIN Metro and the most dominant type of transitivity process in undergraduate thesis written by the English Education Department of the student at IAIN Metro, this study provides detailed information to lecturers related to transitivity. Therefore this study provides benefits to the lecturer related to one of the real examples of the use of transitivity in the undergraduate thesis.

c. For other researchers

This research is expected to give benefit for other researchers as a reference related to transitivity in writing. The information presented by this study to other researchers is in the form of theoretical views related to transitivity. A side from being a theory, this study will equip other researchers about the phenomenon use of transitivity in the undergraduate thesis.

#### **D. Prior Research**

This research conducted by considering several prior researches. The first prior research was conducted by Anita Anggraeni in IKIP Siliwangi, Bandung. The subject of this research is six student of tenth grade of senior high school. The research method used in the study is qualitative research method. The objective of the their research is to investigate the use of the transitivity process in students' descriptive text and to find out the most dominant process of transitivity used. The results of the research pointed out that there were 4 types of transitivity processes that occurred in the data, they were: material process (8, 70%), mental process (17, 39%), relational process (45, 65%), and existential process (28, 26%).<sup>2</sup>

This research has similarities and differences with the first prior research. The similarities are the research topics, research methods and

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<sup>2</sup> Nur Rohmat, Nurhaeni and Anita Anggraeni, "Transitivity Analysis Of Tenth Grade Students' Descriptive Text" *Professional Journal of English Education* Vol 01, No. 03( 2018)



research objectives. That is because both of these studies analyze transitivity in writing by using qualitative research methods. The purpose of this research is to investigate the use transitivity in writing and to analyze the most dominant type of transitivity in students' writing. While the difference is in the data resource.

The second prior research was conducted Delvi Wahyuni in Padang. The subject of this research is EFL students. The objective of the second prior research is to identify the linguistic choices by investigating the transitivity system of process types, participants, and circumstantial elements that characterize EFL students' writing in memoirs. The results of the research shows that the students' texts consist of processes, participants and circumstantial elements which fulfill the linguistic features in carrying meaning. The study has found that material process (338 data) is placed as the most dominant process types found in student's writing.<sup>3</sup>

This research has similarities and differences with the second prior research. The similarities are in the research topics and research methods. The research method used in both of studies is qualitative research method. Furthermore, the research topic of both of the study is about transitivity in writing. While the difference are in the data resources and research objectives.

The third prior research was conducted by Bambang Ruby Sugiarto in West Java. The subject of this research is Male and Female Students'

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<sup>3</sup>Riyan Wahyuni, Hamzah Hamzah and Delvi Wahyuni "An Analysis of Transitivity System in Memoirs Written by EFL Students" *E-Journal of English Language and Literature*, Vol 8, No.1(2019)

Final Draft. The objective of the third prior research is to investigate the realization of the transitivity particularly process, participant and circumstance types realized in male and female students' final draft of critical response paragraphs to literature. The results of the research showed that most of the male and female students were able to realize the transitivity in which the transitivity was realized through the clauses that construct meaning of every single text, and Most dominant process realized in eight texts were material process, while actor and goal became the most dominant participants realized and circumstance of location became the most dominant circumstance realized in every single text.<sup>4</sup>

This research has similarities and differences with the third prior research. The similarities are in the research topics and research methods. That is because both of these studies analyze transitivity in writing by using qualitative research methods. While the differences are in the data resources and research objectives. The objective of the third prior research is to compare mastery of transitivity in male and female and the dominant types of transitivity in writing. Meanwhile, this study do not analyze the difference in the abilities of male and female, but focuses on the use and dominant types of transitivity.

Based on all the prior researches explanation above, the researcher focused on the first prior research which has high similarities because they both research transitivity in student writing and have the same

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<sup>4</sup>Nia Siti Hadiyati, Iskhak Said and Bambang Ruby Sugiarto "A Transitivity Analysis of Male and Female Students' Final Draft of Critical Response of Paragraph to Literature" *Journal of Applied Linguistics and Literacy*, Vol. 2, No. 2 (2018)

research objectives. In this research, the researcher was conducted qualitative research to investigate of transitivity in the students' undergraduate thesis of English Department at IAIN Metro.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Writing Skill

##### 1. The Definition of Writing

According to Harmer writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.<sup>5</sup> It can be said that writing is a system of human communication which represents symbol. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion.

Writing is a difficult activity for most students, both in the mother tongue and in a foreign language especially English.<sup>6</sup> It means that writing is one aspect of language skills must be mastered for the specific purpose of using language.

Writing is one of the four language skills (listening, speaking, reading). In learning process all of the skills should get a portion of a balanced, integrated and thematically.<sup>7</sup> It can be concluded that writing is an activity to express someone's thoughts, ideas and feelings which are expressed in written language. In another sense, writing is an

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<sup>5</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), 31.

<sup>6</sup> Andianto "The Effectiveness Of Teacher Feedback Technique Toward Students Writing Ability (An Experimental Study at Sma Muhammadiyah 2 Metro) *Journal of English Language Teaching* Vol. 4, issues.1 (2017):10.

<sup>7</sup> Aria Septi, Muhamad Sofian Hadi" The Use of Mobile Assisted Language Learning (Mall) in Teaching Writing" *Academia Accelerating the world's research* (2017), 249.

activity to express thoughts and feelings in a written form which is expected to be understood by readers and functions as a means of indirect communication.

## 2. The Purpose of Writing

The purpose of writing has three as follows:<sup>8</sup>

### a. To inform

Informational writing is clear, simple, and orderly. In business writing, it's important to get right to the point. No one has time to spend reading your warm-ups, the words you write while you're trying to get to the point. The best communications state the point directly and present the information clearly.

### b. To Explain

Another form of writing you're likely to use often is explanation. You may need to provide reasons for an action or policy, or you may need to explain how a product is used.

### c. To persuade

The other most common type of writing involves presenting a clear, convincing argument. Your written communication may be a single message, or it may be the first in a series of exchanges that will eventually result in a compromise.

It be conclude that the purpose of writing is Informing everything, be it facts, data or events including opinions and views on facts, data and events so that the reading audience will gain new

---

<sup>8</sup>Rachael Stark, *Writing Skills Success In 20 Minutes A Day 3rd Edition*, (New York:LearningExpress, 2005), 157-161

knowledge and understanding of various things that can or are happening.

### 3. The Characteristics of Writing

Chynthia argues that writing in English must also have the characteristics of coherence, cohesion, and unity.<sup>9</sup>

#### a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to principle. The principles for ordering depend on the type of paragraph you are writing. It means that in a paragraph must be a unity of content.

#### b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences. It means that in paragraphs, the relationship between sentences should be really close and solid.

#### c. Unity

The final characteristic of a good paragraph is unity. All the supporting sentences should relate to the topic sentence. It means that that a paragraph we can only write one main sentence or main idea. One main sentence will be followed by supporting sentences or supporting ideas. Supporting ideas or supporting

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<sup>9</sup> Chynthia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraph and Essays, Third Edition* (New York: Pearson Education, 2008), 18-25.

sentences must also be relevant to the main sentence. If the supporting sentence does not match the main sentence, then it cannot be called a part of the paragraph.

## **B. Functional Grammar**

According to Halliday language is crucial which is treated as a system of meanings.<sup>10</sup> It will be clearly explained by using grammar. Gerot and Wignell suggested that grammar helps us to understand how texts work. Grammar is divided into three elements. They are traditional grammar, formal grammar, and functional grammar. Traditional grammar concentrates on rules to produce the correct sentences. Then, formal grammar concerns to describe the structure of individual sentences. Meanwhile, functional grammar shows a language as a resource for making meanings. It is concerned with the structures and how those structures construct the meanings.

Functional grammar has an important role in finding the meanings of the text, whether spoken text or written text.<sup>11</sup> It will be more interesting in analyzing the language. A description or an analysis about language delivers some theories of how style works implicitly that one of them is Systematic Functional Linguistics (SFL) by a linguist, Michael Halliday. SFL is a study of language that views three characteristics, namely language, systemic, and functional. Linguistic systems are the

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<sup>10</sup>M. A. K. (Michael Alexander Kirkwood) Halliday and Jonathan Webster, *Continuum Companion to Systemic Functional Linguistics* (Continuum, 2009). p. 7.

<sup>11</sup>Linda. Gerot and Peter. Wignell, *Making Sense of Functional Grammar: An Introductory Workbook* (New South Wales: Antipodean Educational Enterprises, 1994). P. 4-5

system for making meanings.<sup>12</sup> According to Halliday, which is quoted by Daviq Rizal, in the scope of SFL, there are fundamental components of meanings called metafunctions. There are three kinds of the essence in a clause. Those are textual meaning to organize texts, interpersonal meaning to enact relationships, and ideational meaning to represent experiences.<sup>13</sup>

Analyzing metafunctions in a text makes people understand the information about it. Each text has some clauses. In the experiential metafunction, the grammar of the clause is seen as the representation that has the function to construe the experiences. The option of Transitivity concerns it. By examining the transitivity structure in the texts, someone can explain how the field of the situation is constructed. Transitivity is central to processes. Transitivity system also determines the process types, participants, and circumstances realized in any clauses.<sup>14</sup> Besides that, the writer has directed attention toward how picture books as a text that explains experiences that appropriate with ideational meanings.

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<sup>12</sup> Suzanne. Eggins, *An Introduction to Systemic Functional Linguistics* (Continuum, 2004) p. 17.

<sup>13</sup> Daviq Rizal, *Discourse Analysis* (Semarang: UIN Walisongo Press, 2018). p. 7-9.

<sup>14</sup> *Ibid* 64



## C. The Concept of Transitivity

### 1. Definition of Transitivity

Transitivity is a system of the clause, affecting not only the verb serving as process but also participants and circumstances.<sup>15</sup> It means that transitivity includes a complex that concentrates on verbs, and includes process, participant and circumstance. Studying transitivity the writers can find out the content of sentences in detail.

Transitivity is thus “the representation in language of processes, the participants therein and the circumstantial features associated with them”.<sup>16</sup> It can be said that transitivity is closely related to the process of forming and processing language completely and precisely by considering process, participant and circumstance. Therefore, by mastering it, the writers will not go wrong in choosing the diction of the verb and determining the subject, object and adverb.

Transitivity is a semantic system specifying different types of processes which form separate semantic categories on the basis of which experience is reflected in language.<sup>17</sup> It means that transitivity is regarded as a system construing the world of experience into limited number of processes.

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<sup>15</sup> M.A.K. Halliday, Christian Matthiessen, *An Introduction to Functional Grammar 3<sup>rd</sup>*, 181.

<sup>16</sup> Roseline Abonego Adejare, “The Syntactic Relationship Between Transitivity and Voice,” *International Journal of Language and Linguistics* No. 2(2015): 40.

<sup>17</sup> Huijing Wang, “The Problems of Transitivity Studies and Its Solution” *Scientific Research Publishing Inc* vol 3, No 170-176 (2015):172.

Based on explanation above, it can be concluded that transitivity whole of the clause that contains a verb and affects not only verb, but also serves as a process, the participant and and circumstances. Meanwhile, transitivity is a system of classifying verbs and clauses by referring to the relationship of verbs with other structural elements.

## 2. The Types of Transitivity process

According to Halliday transitivity system is composed of six types of processes: material, mental, and relational, behavioral, verbal, and existential processes.<sup>18</sup>

### a. The Material process

Material process is process of doing and happening.<sup>19</sup> The two main participants associated with this process are: the Actor (the doer of the process) and the Goal (the entity affected by the process). The example of material process in transitivity is as follow:

*The researcher **found** many errors.*

### b. The mental process

Mental processes are grouped into four subtypes which are perception (see, hear, feel, thought), cognition (know, understand, believe), affection (like, love), and desire (hope, want, wish). Within this process, there is always a conscious participant known as the sensor: the one who perceives, knows, likes, etc. in addition

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<sup>18</sup>M.A. K. Halliday, *An Introduction to Functional Grammar 2<sup>nd</sup> Ed* (London: Edward Arnold, 1994). 107.

<sup>19</sup>M.A.K. Halliday, Christian Matthiessen, *An Introduction to Functional Grammar 3<sup>rd</sup>*, 197.

to the sensor, there is another participant involved in the mental processes which is the phenomenon which is felt, perceived, known, thought, or wanted. The example of mental process in transitivity is as follow:

*They **feel** ashamed.*

c. The relational process

The process type occurs outside and inside human being. Relational process is classified into two forms, which are attributive process and identifying process. Relational processes are typically realized by the verb ‘be’ or some verbs of the same class (known as copular verbs); for examples, seem, become, appear, etc, or sometime by verbs such as have, own, possess. The example of relational process in transitivity is as follow:

*Speaking **is** one of the language skills.*

d. The behavioral process

Behavioral process is in part part about action, but it is action that has to be experienced by a conscious being. The behavioral process lies between the material and mental processes.<sup>20</sup>It characterizes the outer expression of inner working and reflects physiological and psychological behaviors. This type of process usually has one participant who is typically a conscious one, called the behavior. The example of behavioral process in transitivity is as follow:

*I **smile** at them.*

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<sup>20</sup>Suzanne Eggins ,*An Introduction to Systemic Functional Linguistics 2<sup>nd</sup> Ed* (New York:Continuum international Publishing Group, 2004), 233.

e. The verbal process

Between Mental and Relational processes are Verbal processes, which represent the act of saying. Usually three participants are involved in Verbal processes: the Sayer is responsible for verbal process; the Receiver is the person at whom the verbal process is directed; and the Verbiage is the nominalised statement of the verbal process. The example of verbal process in transitivity is as follow:

*Tina said that giving blood is easy.*

f. The existential process

Existential process can be defined as process of that something exists or happen.<sup>21</sup> Between Relational and Material processes are Existential processes which prove states of being, existing, and happening. Existential processes typically employ the verb be or its synonyms such as exist, arise, occur. The only participant in this process is Existent which follows the there is /are sequences. The example of existential process in transitivity is as follow:

*There are important elements of communicative performances.*

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<sup>21</sup> M.A.K. Halliday, Christian Matthiessen, *An Introduction to Functional Grammar 3<sup>rd</sup>*, 256.

### 3. The Aspect of Clause

In analyzing transitivity structure in a clause, it is important to concern with describing three aspects of the clause:<sup>22</sup>

a. The Selection of a Process

The process choice will be realized in the verbal group of the clause. According to Halliday transitivity is composed of sixtypes of processes: material, mental, and relational, behavioral, verbal, and existential processes.

*Last year Diana gave blood.*

b. The Selection of Participants

Participants will be realized in the nominal groups. It means that, by knowing the participants we can also know the types of processes and the other way around:

*Last year Diana gave blood.*

c. The Selection of Circumstances

Circumstantial meanings are expressed through adverbial groups or prepositional phrases. Circumstances give additional information about time, place, manner, reason/cause, accompaniment, matter, and role.

*Last year Diana gave blood.*

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<sup>22</sup>Suzanne Egging, *An Introduction to Systemic Functional Linguistics 2<sup>nd</sup> Ed.*, 215.

## CHAPTER III

### RESEARCH METHOD

#### A. The Types and Characteristics of Research

There are two type of research method, they are qualitative and quantitative. In this research proposal the researcher choose the qualitative research. According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.<sup>23</sup> It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. The purpose of primary qualitative research is to describe, explore, or understand phenomena, as well as to generate contextually specific theory.<sup>24</sup>

In line with the explanation above, the purpose of this research to investigate the type of transitivity and to analysis the most dominant type of transitivity in student undergraduate thesis written by the English education department student at IAIN Metro.

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<sup>23</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3<sup>rd</sup> Ed*, (New Delhi: Sage Publications, 2003), 4

<sup>24</sup> Deborah Finfgeld- Connett, *A Guide to Qualitative Meta- Synthesis*, (New York: Routledge 2018), 8

## **B. Data Resources**

In this research the writer divides the sources into two items. They are primary and secondary.

### **1. Primary sources**

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other researcher. The primary source of this research analyzed based on the tenth students undergraduate thesis written by the English Education Department students of IAIN Metro.

### **2. Secondary sources**

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from observation, documentation, the books, journals, e-books and articles that are related to the research.

### C. Data Collecting Technique

Qualitative research typically follows an inductive process.<sup>25</sup> It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”<sup>26</sup> The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Data are very essential for a scientific research.<sup>27</sup> In addition, the data are needed to substantiate the various arguments in research findings.

Qualitative researchers also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and document analysis.<sup>28</sup> The researcher in this research uses document to collect the data. The researcher takes documents from the result of the use of Transitivity in students' Undergraduate thesis. In the process of collecting the data, the researcher collects the results of students'

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<sup>25</sup>Linda Kalofet.al., *Essential of Social Research*,(England: Open university press, 2008), 85

<sup>26</sup> John W. Creswell, *Research Design*,184

<sup>27</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*,(New Delhi: New Age International Publisher, 2006),212

<sup>28</sup>Donald Ary et. al., *Introduction to Research in Education Eight Edition*,(USA: Wadsworth Cengage Learning, 2010),32



undergraduate thesis to analyze and to identify the type of Transitivity in Undergraduate thesis.

In this research the researcher use two techniques to collect the data, there are observation and documentation.

#### 1. Observation

Observation is the process when the researcher takes field notes on the behavior and activities of individuals at the research site.<sup>29</sup> In other words, the researcher needs the field notes from individual behavior or activities in research. The purpose of observation is to describe a situation we research, the individual are involved in the activities and relationship with situation. So that the reader of the report understand clearly what happen and how the process occur in the activities. In this study, researcher observe the results of students' undergraduate thesis that analyzed based on their transitivity.

#### 2. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study.<sup>30</sup> In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell state that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents

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<sup>29</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4<sup>th</sup> Ed* (United States of America: Sage Publications, 2014), 239.

<sup>30</sup>Donald Ary et. al., *Introduction to Research in Education Eight Edition*, 442

is personal journal and diaries, letters, and personal notes.<sup>31</sup> Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data form the result of students' undergraduate thesis.

#### **D. Data Analysis Technique**

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes. The researcher applied Krippendorff model to analyze the data. The components of this analysis model are pictured by this figure

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<sup>31</sup>Jhon W. Creswell, *Research Design*, 181

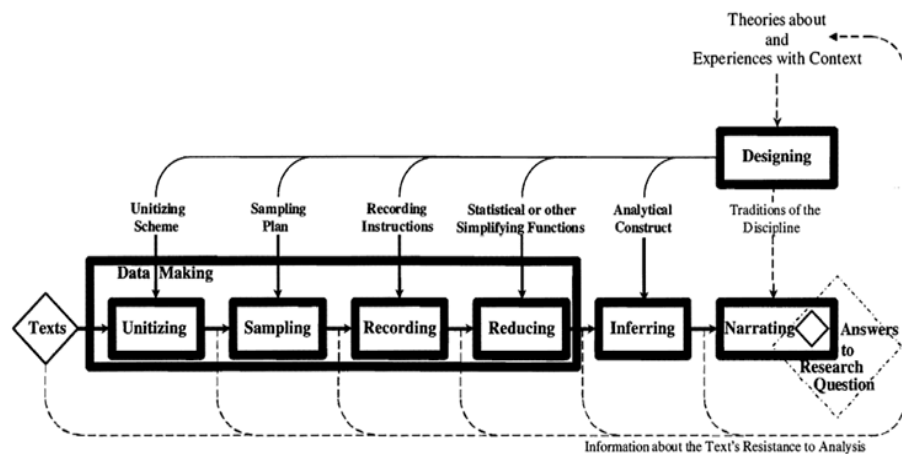


Figure 1. components of content analysis.<sup>32</sup>

Data analysis by Krippendorff model conducts the following steps:

1. Unitizing is the step when the researcher gathers all data which are used to complete the research. The researcher collected the data by visited in the library at IAIN Metro and by looking for 10 undergraduate thesis in the academic year of 2014/2015, to know the phenomena type of transitivity and to analyze the most dominant type of transitivity.
2. Sampling, during the process of research, the qualitative investigator may collect document. In the documentation, the researcher took the data from the student's academic writing of the undergraduate thesis in "CHAPTER I" specified in the part of background of study. The researcher examines 10 samples from undergraduate thesis of English Department at IAIN METRO.
3. In recording or coding, the researcher usually uses graphics, figures, charts or table. The display should be able to describe the content

<sup>32</sup>Klaus Krippendorff, *Content Analysis an Introduction to its Methodology Second Edition.*(California: Sage Publications, Inc,2004),86

entire the data. In this case, the researcher displayed the research data by using the table and figures

4. In reducing data, the researcher reduces the data had gotten by summarizing and choosing specific things. In this case, the researcher specified the data that related to type of transitivity in students undergraduate thesis by referring to the research question.
5. Addictively inferring, this stage tries to analyze the data further, namely by looking for the data meaning of existing units. The analyzed of data is outlined descriptively, then concluded and displayed in writing
6. Narrating is the last step as an attempt to answer research questions. The researcher also provides the important information to be understood and able to make decisions based on the results of existing research.

Therefore, it is concluded that the analysis of data has some functions in analyzing research data that include in making the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters. After getting the results, the researcher concludes them clearly by answering the research question.

## CHAPTER IV

### RESULT OF THE RESEARCH AND DISCUSSION

#### A. Result of the Research

##### 1. Description of the Research Location

State Institute For Islamic Studies of Metro or IAIN Metro is a State Islamic Institution located in Metro City, Lampung Province. The establishment of IAIN Metro is stated in Presidential Regulation (Perpres) Number 71 of 2016 which was signed by President Joko Widodo on 1<sup>st</sup> August 2016. This Presidential Regulation comes into force on the date of promulgation, namely on 3<sup>rd</sup> August 2016, by the Minister of Law and Human Rights Yasonna H. Laoly. The Metro State Islamic Institute is a status upgrade of the Jurai Siwo State Islamic College (STAIN).

Currently the STAIN Jurai Siwo Metro continues its efforts and hopes to obtain funding sources from the Lampung Provincial Government. This is because the construction of campus II STAIN Jurai Siwo Metro is estimated to cost a budget of 750 billion rupiah. Even the STAIN Jurai Siwo Metro together with the Governor of Lampung Province have met with the Minister of Religion of the Republic of Indonesia to discuss opportunities for the construction of Campus II and the status transfer of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro, Lampung.

The transfer of status from STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and is planned to be realized in 2012 next year. Alumni deliberations are also one of the administrative

requirements for transferring STAIN status to IAIN. This has long been done during Prof. Dr. Syaripudin, M.Ag. by inviting all alumni from all generations to a grand reunion on Saturday, 28<sup>th</sup> July 2010. Finally, the desire to change status from STAIN to IAIN Metro can be realized in 2016 with the issuance of Presidential Regulation (Perpres) Number 71 of 2016 which was signed by President Joko Widodo on 1<sup>st</sup> August 2016. This Presidential Regulation comes into force on the date of promulgation, namely on 3<sup>rd</sup> August 2016, by the Minister of Law and Human Rights Yasonna H. Laoly.

**a. The Profile of English Department**

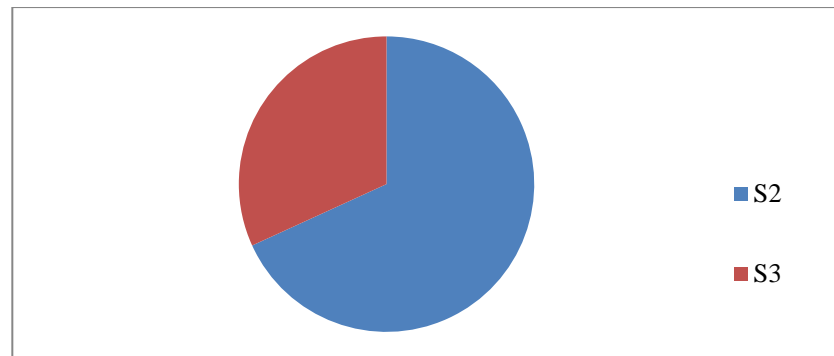
English Department (PBI) is S1 degree of Tarbiyah Faculty in IAIN Metro. In 2002, the English Department previously was known as Diploma 3 (D3). In response to the stakeholders, Diploma 3 appropriately was needed for higher level education. Thus, it was converted to S1 degree of English Department based on Directorial Decree of College for Islamic Studies No :Dj.I/220.C/2007 on 28<sup>th</sup> May 2007.

A vision of integrating Islamic values and academic excellent is mutually developed by the English Department of State Institute For Islamic Studies of Metro. In this regard, the students are expected to be professional educator in the modern era, as well as in the wide bargaining. To achieve this, such vision is implemented throughout several missions, as follows; (1) the English Department strives for students' personality by exploring knowledge, understanding, and

mastery of Islamic values to be implemented in religious and national context, (2) the English Department creates humanistic, democratic, and modern academic atmosphere, (3) the English Department stimulates professional ethic of basic science theoretically and practically, (4) the English Department applies an integrated educational system to give an eligible contribution of its educational development.

The English department is established to devote the particular goals, such as ; (1) The students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. Indeed, they are hoped to be agent of change in society, (2) The students are presented to be a professional English teacher who can expand the English Subject within fully Islamic motivation, (3) The students are taught a highly English mastery in order to give an available contribution toward Islamic culture and society at large. In line with the vision, mission, and aim above, some integrated aspects are focused by the English Department to assess the students' performance. The integrated aspects are named as cognition, psychomotor, and affection.

Condition the Lectures of English Department of State Institute For Islamic Studies of Metro in the academic year of 2020/2021 are that can be identified as follows:



**Figure 2. Condition the Lectures of English Department of State Institute For Islamic Studies of Metro in the academic year of 2020/2021**

Based on figure above, it can be seen that the condition the Lectures of English Department of State Institute For Islamic Studies of Metro in the academic year of 2020/2021. The condition of Lectures, S2 15 lectures and S3 8 lectures.



**b. The Location Sketch of IAIN Metro**

IAIN Metro is a campus located in a strategic city. Located in the city of education, to be precise in the metro city of iringmulyo village.

The sketch location of IAIN Metro as followed:

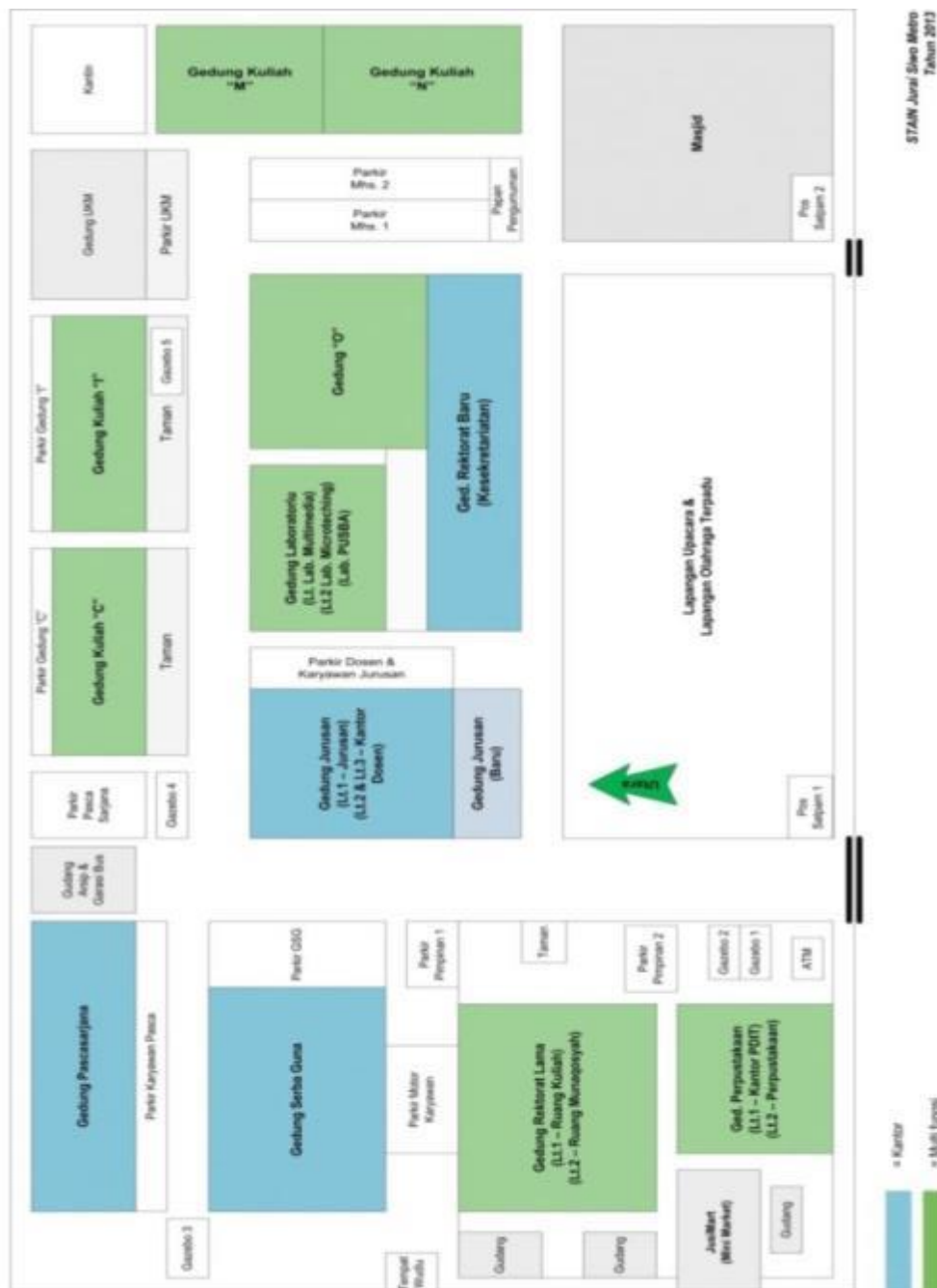


Figure3. The Location Sketch of IAIN Metro

## 2. Description of Research Result

Description of research result refers to the research question including of What type of transitivity process usein undergraduate thesis written by the English education department student of IAIN Metro; What is the most dominant type of transitivity process in student undergraduate thesis written by the English education department at IAIN Metro.

### a. The use of transitivity process in students' undergraduate thesis

In collecting the data of the first research question, the researcher used the technique of documentation. Therefore, the instrument is documentation sheet. The data analysis based on the documentationsheet:

#### 1) Material Process

The researcher found the useof material process in data analyzed. Material process is process of doing and happening. It involves two participants in clause, named Actor and Goal. From114 clauses analyzed, the researcher found 33 clauses regarded as material clause. Material clauses found in the undergraduate thesis written by data 1 (6 clause), data2 (6 clause), data 3 (3 clause) ,data 4 (3 clause) , data 5( 4 clause) , data 6 (1 clause), data 7(1 clause) , data 8 (3 clause), data 9( 4 clause), data 10(2 clause). Some of material process found are:

*a) It shows that the affix **bring** the changing into the meaning and the category of the word.*

- b) *The researcher **found** many errors that done by students in narrative writing text.*
- c) *The researcher **selected** narrative text as the source of data.*

## 2). Mental process

The researcher found the use of mental process in data analyzed. Mental process reflected the process of thinking, perceiving, and feeling. There are two participants in mental process, which are sener and phenomenon. From 114 clauses analyzed, the researcher found 25 clauses regarded as mental clause. Mental clauses found in the undergraduate thesis written by data 1 (1 clause), data2 (2 clause), data 3 (1 clause) ,data 4 (4 clause) , data 5( 3 clause) , data 6 (1 clause), data 7(4 clause) , data 8 (5 clause), data 9( 2 clause),data 10(2 clause). Some of mental process found are:

- a) *They **feel** ashamed when they had to practice in front of the class.*
- b) *They **should be taught** in any language learning to make the learner able to use the target language communication.*
- c) *The writer **knows** why the students lack of the speaking in the class*

## 3). The relational process

The researcher found the use of relational process in data analyzed. Relational process is classified into two forms, which are attributive process and identifying process. From 114 clauses analyzed, the researcher found 40 clauses regarded as relational clause. Mental clauses found in the undergraduate

thesis written by data 1 (6 clause), data2 (5 clause), data 3 (3 clause) ,data 4 (5 clause) , data 5(4 clause) , data 6 (4 clause), data 7(5 clause) , data 8 (2 clause), data 9( 2 clause),data 10(4 clause). Some of mental process found are:

- a) *English is one of the languages that used in the world.*
- b) *Indonesia is one of countries which put English as a foreign language.*
- c) *Narrative text is a story of human experience in the past time.*

#### 4). The existential process

The researcher found the use of existential process in data analyzed. Existential process can be defined as process of existing of something. There is only one participant in existential process which named existent. From 114 clauses analyzed, the researcher found 16 clauses regarded as existential clause. Existential clauses found in the undergraduate thesis written by data 1 (4 clause), data 3 (3 clause) , data 5(1 clause) , data 7 (1 clause) , data 8 (2 clause), data 9 ( 2 clause),data 10 (3 clause). Some of mental process found are:

- a) *There are many kinds of language employed by people in the world.*
- b) *There are four skills that should be mastered by English learners, namely: speaking, listening, writing and reading.*
- c) *There are some requirements that have fulfilled to create a high quality text.*

**b. The most dominant type of transitivity process in student undergraduate thesis**

In collecting the data of the second research question, the researcher used the technique of documentation. Therefore, the instrument is documentation sheet. The data analysis based on the documentationsheet:

1) The Material process

Based on the result of documentation, it is investigated that there are 33 clause that contain the material process in students' undergraduate thesis from all of the data analyzed. It means that this type is often used in students' undergraduate thesis.

2) The mental process

Based on the result of documentation, it is investigated that there are 25 clauses that contain the mental process in students' undergraduate thesis. It means that this type is often used in students' undergraduate thesis.

3) The relational process

Based on the result of documentation, it is investigated that there are 40 clauses that contain the relational process in students' undergraduate thesis. It means that this type is often used in students' undergraduate thesis.

4) The behavioral process

Based on the result of documentation, it is investigated that there is no clauses that contain the behavioral process in students' undergraduate thesis. It means that this type is rarely used in students' undergraduate thesis.

5) The verbal process

Based on the result of documentation, it is investigated that there is no clause that contain the verbal process in students' undergraduate thesis. It means that this type is rarely used in students' undergraduate thesis.

6) The existential process

Based on the result of documentation, it is investigated that there are 16 clauses that contain the existential process in students' undergraduate thesis. It means that this type is often used in students' undergraduate thesis.

**Table 1. The most dominant type of transitivity process in student undergraduate thesis written by the English Education Department of IAIN METRO**

No	Process	Frequency	Percentage
1	Material	33 clauses	28,9%
2	Mental	25 clauses	21,9%
3	Relational	40 clauses	35,1%
4	Behavioral	-	-
5	Verbal	-	-
6	Existential	16 clauses	14,1%
Total		114 clauses	100%

Based on the tabel above, there are 4 most dominant types of transitivity analyzed in students' undergraduate thesis. They are that relational process is the most process found in the data, it is about 35,1% (40 clauses). Relational process refers to process of being and having. The second is material process. It appears 33 clauses 28,9% which refers to process of doing. The third is mental process. It refers to process of sensing. It is about 21,9% (25 clauses). The last is existential process. It appears 16 clauses (14,1%) which refers to process of existence.

## B. Discussion

### 1. The use of transitivity in students' undergraduate thesis written by the English Education Department of IAIN METRO

In collecting the data of the first research question, the researcher used the technique of documentation. Therefore, the instrument is documentation sheet. The data analysis based on the documentation sheet:

#### a. The First Data (AI)

It was analyzed that in the first data there is use transitivity. In addition, there was material process, mental process, relational process and existential process. The clause that contains transitivity:

- a) *The researcher **found** many errors*
- b) *English **is** one of the languages*
- c) ***There are** many kinds of language*

#### b. The Second Data (DCH)

It was analyzed that in the second data there is use transitivity. In addition, there was material process, mental process, and relational process. The clause that contains transitivity:



- a) *The researcher **conducted** pre-survey.*
- b) *They **do not understand**.*
- c) *Language **is** defined as a tool of communication.*

c. The Third Data(DN)

It was analyzed that in the third data there is use transitivity. In addition, there was material process, mental process, relational process and existential process. The clause that contains transitivity:

- a) *Students **use** English to interact*
- b) *The students of English department **are taught** the four basic skills*
- c) *English **is** expected as global information*
- d) ***There are** many strange words*

d.The Fourth Data (DPA)

It was analyzed that in the second data there is use transitivity. In addition, there was material process, mental process, and relational process. The clause that contains transitivity:

- a) *The researcher **found** many students" have problems*
- b) *The researcher **wants** to solve the problems*
- c) *Speaking **is** also a skill that belongs to every individual*

e.The Fifth Data (F)

It was analyzed that in the fifth data there is use transitivity. In addition, there was material process, mental process, relational process and existential process. The clause that contains transitivity:

- a) *The reseacher **got** the result of the test*
- b) *They **feel** ashamed*
- c) *English **is** a global language*

d) ***There are** important elements of communicative performances*

f. The Sixth Data (HES)

It was analyzed that in the sixth data there is use transitivity. In addition, there was material process, mental process, and relational process. The clause that contains transitivity:

- a) *The researcher **found***
- b) *The researcher **wants** to solve the problems of speaking*
- c) *Language **is** a system of communication*

g. The Seventh Data (NS)

It was analyzed that in the seventh data there is use transitivity. In addition, there was material process, mental process, relational process and existential process. The clause that contains transitivity:

- a) *The writer **had conducted** the pre-survey*
- b) *The students **feel** bored and passive*
- c) *Auxiliary verb **is** one of ways in the grammar*
- d) ***There are** many languages in this world*

h. The Eighth Data (NK)

It was analyzed that in the eighth data there is use transitivity. In addition, there was material process, mental process, relational process and existential process. The clause that contains transitivity:

- a) *The researcher **conducted** a research*
- b) *The students **felt** difficult*
- c) *Narrative **is** a text which tell about story*
- d) ***There are** some kinds of text*

i. The Ninth Data (PA)

It was analyzed that in the ninth data there is use transitivity. In addition, there was material process, mental process, relational process and existential process. The clause that contains transitivity:

- a) *The writer **conducted** a research*
- b) *The students **should know** the generic structure*
- c) *Writing **is** one of difficult language skills*
- d) ***There are** many techniques*

j. The Tenth Data (RPS)

It was analyzed that in the tenth data there is use transitivity. In addition, there was material process, mental process, relational process and existential process. The clause that contains transitivity:

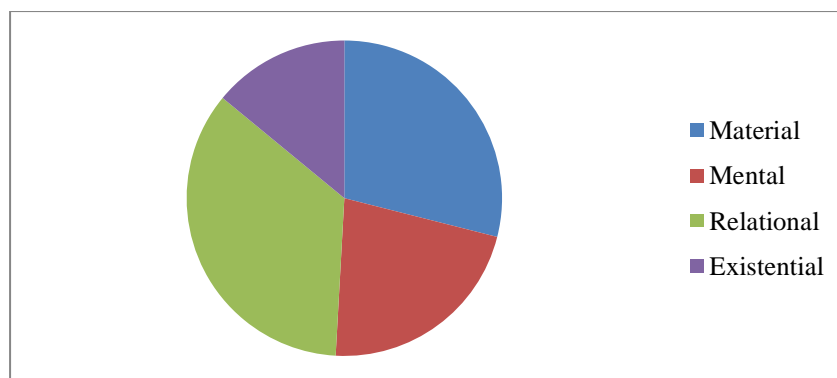
- a) *The researcher **got** the data*
- b) *The researcher **wants** to conduct this research*
- c) *English **is** a crucial language*
- d) ***There are** some kinds of text*

The use of transitivity in students' undergraduate thesis was analyzed based on the instrument of documentation. The type of transitivity process in students' undergraduate thesis. In addition, there was material process, mental process, relational process and existential process. That material process occurred 33 times, mental process occurred 25 times, relational process occurred 40 times, and existential process occurred 16 times. While, behavioral process and verbal process did not occur.

## 2. The most dominant type of transitivity process in student undergraduate thesis written by the English Education Department of IAIN METRO

In investigating the most dominant type of transitivity in students' undergraduate thesis writing, the researcher used the instrument of observation. Based on the result of observation, the researcher investigated most dominant type of transitivity process in student undergraduate thesis.

There are four dominant types of transitivity analyzed in students' undergraduate thesis. They are that relational process is the most process found in the data, it is about 35,1% (44 clauses). The second is material 28,9% (33 clauses). The third is mental process 21,9% (25 clauses). The last is existential process. It appears 16 clauses (14,1%)



**Figure 3. The Most Dominant Type of Transitivity process in student undergraduate thesis**

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first one is about the type of transitivity in students' undergraduate thesis. Based on the result of documentation, it was investigated that the use transitivity in students' undergraduate thesis and there are four types of transitivity, the first is material process, the second is mental process, the third is relational process and the last is existential process.

In addition, the second research result is about the most dominant type of transitivity in students' undergraduate thesis. Based on the result of observation, it was investigated that the most dominant type is relational process (35,1%) belongs to that type.

#### B. Suggestion

Based on the conclusion above, the researcher had provided some suggestion that include of:

1. For the students

This research is expected to give the benefits for the students who learn English especially the students of English department at IAIN Metro. Because this research revealed the phenomenon of the use of transitivity in student undergraduate thesis and the type of transitivity in undergraduate thesis. After knowing the phenomenon of transitivity in

the students' undergraduate thesis, it is expected to realize and make efforts to improve the quality of their writing.

2. For the English Teacher

Hopefully, this research is expected to provide benefits to English teacher by providing access to information about the phenomenon of use transitivity in writing. After knowing the real condition related to the quality of the student writing that is influenced by the transitivity, English teacher can arrange effective way to help the students in improving the quality of students writing.

3. For the other researchers

This research is expected to provide the benefit for the other researchers who investigate the same topic of research that is about the use of transitivity in writing. In addition, the next researcher obtain the real evidence of problems related to the use of transitivity in writing, but this research is one of the strong foundations for the other researchers that develop the topic of this research into other forms of research.

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# **APPENDICES**

## 1. Blue Print of Documentation Sheet

<b>No</b>	<b>Aspect</b>	<b>Sub Aspect</b>	<b>References</b>
1.	The use of transitivity in students' undergraduate thesis	The use of Transitivity	M.A. K Halliday, An Introduction to Functional Grammar2 <sup>nd</sup> E d (London:Edward Arnold, 1994).107
2.	The dominant type of transitivity process in student undergraduate thesis	Types of transitivity process: Material, Mental, and Relational, Behavioral, Verbal, and Existential processes	M.A. K Halliday, An Introduction to Functional Grammar2 <sup>nd</sup> E d (London:Edward Arnold, 1994).107

## **2. The Documentation Research**

The documentation of students' undergraduate thesis

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS ON USING COHESIVE DEVICES IN  
STUDENTS' NARRATIVE WRITING TEXT AT SMK  
MUHAMMADIYAH 2 METRO**

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**1439 H / 2018 M**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

In everyday human life, people need communication for talking to each other. In communication, we need language as a media to reveal their feelings, ideas, opinion, and thoughts as well. For instance, when people make a request to someone, they absolutely need language. There are many kinds of language employed by people in the world. One of the most popular languages is English which is applied to be an international language.

English is one of the languages that used in the world. It is a language which is utilized and learned by people for many field. For instance, in the field of business, education, international trade and so forth. Nowadays many countries apply English as a second or foreign language. Indonesia is one of countries which put English as a foreign language. Furthermore, in Indonesia, English becomes a primary subject from elementary until senior high school.

Teaching English in Indonesia, has been taught as a subject matter in both non-formal and formal education. Besides, there are four skills that should be mastered by English learners, namely: speaking, listening, writing and reading. These four skills have their respective

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challenges and need to get good attention. Writing is one of skills that should be mastered. However, writing means expressing ideas, opinions or thought and feelings. So, when students would like to express their thought and feeling, they can do it by writing.

Writing is not only expresses an idea in a piece of paper but also has structural text. There are some requirements that have fulfilled to create a high quality text. To create a good text, it needs to master grammar and its organization. Moreover, text should have sequence of sentences to make the reader comprehend the meaning. If we will make it sequence, it can use *cohesive devices*. In addition, cohesion refers to a relation of meaning that exist within a text. Some features, namely *grammatical* and *lexical cohesion*, build this aspect of cohesion. Furthermore, cohesion is one of an important aspects to achieve qualified writing. Thus, by the use of cohesive devices can help students improve the quality of their writing. Therefore, cohesive devices help creating unity and coherence that make the text easy to understand.

In writing, there are many kinds of text such as, descriptive, narrative, argumentative, procedure, recount, etc. In this research, the researcher selected narrative text as the source of data. Narrative text is a story of human experience in the past time. Although, narrative text is considered as easy text for students but cohesive devices influence their writing quality. However, most of the student's still make error in their narrative writing. It is known after doing prasurey on November 15<sup>th</sup>,

2017 in the classroom at the tenth graders of SMK Muhammadiyah 2 Metro. The researcher found many errors that done by students in narrative writing text. The students were still often error on using cohesive devices, especially references and conjunctions.

From the case of errors on using cohesive devices in narrative writing illustrated above, the researcher was intended to conduct the research about an error analysis on using cohesive devices in narrative writing text at SMK Muhammadiyah 2 Metro.

#### **B. Focus of the Study**

In appropriate with the background of the study, the researcher focuses on investigating a students' errors on using grammatical cohesion in narrative writing text at tenth graders of SMK Muhammadiyah 2 Metro.

#### **C. Problem Limitation**

In line with the problems mentioned above, the researcher limits the problem only investigation a students errors on using grammatical cohesion in narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro.

#### **D. Problem Formulation**

Dealing with the problem limitation above, the researcher would like to formulate the problems as follows:

1. What types of grammatical cohesion errors in students' narrative writing text at the tenth graders of SMK Muhammadiyah 2 Metro?

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS ON DERIVATION IN THE ABSTRACTS OF INTERNATIONAL  
JOURNAL WRITTEN BY THE LECTURER AT IAIN METRO**

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**1440 H / 2019 M**

## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

Language is defined as a tool of communication to build a social relationship among the human being. The communication is very important because the human nature is basically trying to make sense of the things they do not understand. Therefore, in the process of changing information to make sense of the things, the language is used as the instrument.

As social creatures, people need to communicate and to make relation to another. If people need language in these ways, a language needs the role of a human for its improvement and existence because language itself is something that can be extinct.

A language and people can collaborate together as well. The development of a human being brings also significance influence for the development of language. In order to develop themselves, people develop their communication in which a language is the object. People try to develop it such as by forming new words because every language has its own variety of ways in forming new words and so with English.

In addition, English is one of international languages. English can creates new words by using derivation. Derivation is characterized process by adding one or more affixes to the base words. A base is any form to which affixes can be



added. A base can be in free form, form that can stand alone for examples "collect". In a fact, not all of the word can be added with an affix and not all of affixes can be added to the word. Sometime it also has a bound form that must be combined with other morphemes because it cannot stand by itself.

In other hand, the addition of an affix can change both category and meaning. One of the examples is in the word "potentially", in which the suffix -ly is added. In this word, the additional of suffix -ly to an adjective potential change the word into adverb. It shows that the affix bring the changing into the meaning and the category of the word. Although the two words above have difference processes of derivation, it appears that derivations can control the usage of the words.

To understand deeply about derivations, the researcher is interested in investigating derivations in the form of written text. The researcher considered written text as the object of investigation because it provides more data of derivations and is easier to be investigated. The researcher takes one of the forms of written text, particularly an abstract of international journal written by the lecturer in IAIN Metro campus to be analyzed.

Text below is example of abstract journal written by a lecturer of IAIN Metro.

**INTEGRATING CHARACTER EDUCATION VALUES IN LANGUAGE  
TEACHING: WHY AND HOW?**

As the government regulation states that the goal of national education is to develop educated people with life skill and good character building, character education values should be involved in designing and composing the material used in instructional activities in the classroom. The issue of character education is surrounded by many questions. Those questions are mostly about its effectiveness in the classroom—partly due to the lack of practical evidence connecting character education to definite developments in academics, social interactions, and emotional and cognitive improvement. This paper is attempting to discuss the reinforcement of integrating character education particularly in foreign language teaching.

The researcher conducted pre-survey on April 16, 2018. Based on the pre-survey above, the researcher found the some affixes in derivation. So the researcher excited to looking for affixes derivation that found in abstract International journal. In this case, the researchers tried to research and analyze the affixes derivation in abstract international journal written by the lecturer of IAIN Metro that can be used as an example to understand derivation deeply.

**Focus of the study**

Based on the background of the study the researcher focused on the Affixes Derivation found in the Abstracts of International Journal written by the lecturer at IAIN Metro.

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**AN UNDERGRADUATE THESIS**

**A STUDY ON ENGLISH TRANSPOSITION  
TRANSLATION IN BROWN'S *PRINCIPLES OF  
LANGUAGE LEARNING AND TEACHING***

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**1440 H/2018 M**

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

It has been widely recognized that translation plays an important role in English interactional within Indonesian context. Nowadays, English has been used many people in the world to communicate each other. English is expected as global information in every aspect in the world. To make an example, many informations are provided by using English. Whereas, students use English to interact with others in campus.

In university, especially in IAIN Metro located in Lampung, the students of English department are taught the four basic skills as compulsory subjects. Besides, there are several other skills which are required to be mastered. Such skills as grammar, pronunciation, and translation are needed to be considered. Furthermore, translation is considered covering the four English skills namely listening, speaking, reading, and writing. A translation cannot easily be produced to be the same as the original due to differences in culture and language support structure within each language.<sup>3</sup>

In translation procedures, some specific problems could be found. The problems often appear because the procedures of translation are probably not clearly accomplished. What every translator wants in

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<sup>3</sup> Septi Anggaira, and Sofian, "Linguistic Errors On Narrative Text Translation Using Google Translate" in *Pedagogy Language Teaching*, Vol.5, No.1, January-June/2017, p.1.

translating a text is to get the equivalency between ST and TT. Because of the importance of correspondence in translation activity, shifting the word structure and word meaning (semantic) from ST to TT are often needed as the basic techniques in solving translation problem.

The grammatical exchange is often required in every translation process. A lot of languages in the world have different structured system. It is formed naturally so that it is unknown specifically how a language is produced. Therefore, the activity of shifting word structure from ST to TT as the effect of the difference of language structure that is called transposition seems to be done. Transposition happens frequently in translation activity because of the grammatical differences between SL and TL.

Nowadays, it is widely known that many books in the world are written in foreign language, English. In State Institute of Islamic Studies (IAIN) Metro, English Education Department, learning process obviously uses books written in English. For example, one of Douglas Brown's books entitled *Principles of Language Learning and Teaching* is translated into *Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa* by Noor Cholis and Yusi Avianto Pareanom published by US Embassy. This book discusses about methods, techniques, strategies, and approaches in teaching and learning language. However, many students still find the difficulty to understand the content of this book. There are several reasons such as: 1. They are not good in translating English into Indonesian; 2.

There are many strange words (one of them is transposition translation); 3. They have limited vocabularies.

The different language structure from source language to target language such as Indonesian makes a translation becomes harder. The translator has to make some modification in translation. This phenomenon happened in translation of literature book. One of the literature book is written by H. Douglas Brown with the title "*Principles of Language Learning and Teaching*". It has been translated into Indonesian. These are the examples of transposition phenomena included in Brown's book both English and Indonesian version on page one in the third sentence "**total commitment, total involvement, a total physical, intellectual, and emotional response....**" and its Indonesian version to be "**Komitmen total, keterlibatan total, respon fisik, intelektual, dan emosional total...**". These phrases are included in transposition type one, namely 'adjective + noun' becomes 'noun + adjective'.

Based on the explanation above, the researcher proposed to conduct a research on studying one of the translation procedures, namely transposition in English into Indonesian translation found in Brown's book entitled "*Principles of Language Learning and Teaching*" and the Indonesian version entitled "*Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa*."

**AN UNDERGRADUATE THESIS**

**THE USE OF MATCH GAME TO IMPROVE THE  
STUDENTS' SPEAKING PERFORMANCE AT THE TENTH  
GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH 1  
METRO IN THE ACADEMIC YEAR OF 2018/2019**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Among the big number of languages in the world, English has been recognized as an International language. In Indonesia itself, English is known as a foreign language. It is an important language and must be learn in Indonesia. The goal of learning English because English is generally used as a medium of communication around the world.

In the world of education in Indonesia, English is considered as a conductor that has 4 skills namely listening, speaking, reading, and writing. Speaking is an ability to communicate share, and convey ideas, feeling, informations, and so on. The importance of speaking ability is someone can communicate well and be easily understood and accepted by the listener. Speaking is also a skill that belongs to every individual. Without the skills of speaking, humans cannot convey an opinion, give information and communicate. Moreover, through speaking people would know easily the feeling and emotion of the other people. Therefore, speaking becomes a very important need for human beings. English is also one of the compulsory subjects in education from junior high school to university. Some problems arise in learning English, one of them at the upper secondary level is in Senior High School Muhammadiyah 1 Metro.



The researcher found many students' have problems in Senior High School of Muhammadiyah 1 Metro such as low vocabulary, low interest or motivation in learning and the use of less attractive strategy. The learning activities should be fun, teachers should be able to deliver material by using methods or strategy which interest the students, because it makes learning activities become more enjoyable and easy to understand.

Based on the explanation above, researcher conducted a pra-survey at Senior High School of Muhammadiyah 1 Metro on March 29<sup>th</sup>, 2018. researcher found some student problems related to English, especially in speaking. Some students still worry when appointed to answer teacher questions, they always avoid, give a long response, and even silent. This is because students are lacking in vocabulary mastery, students feel embarrassed and insecure because of low pronunciation levels, students assumed that speaking English is very difficult, and lack motivation in learning English.

Acknowledging many obstacles in learning English, especially on speaking performance, researcher helps student's solve problems that occur. It can be concluded that some students are quite capable in terms of speaking, while some students fall into the low category. Therefore, the researcher want to conduct a research entitled "The Use of Match Game To Improve The Students Speaking Performance at The Tenth Grade of

Senior High School of Muhammadiyah 1 Metro in The Academic Year of 2018/2019”

Based on the pre-survey process, the results of daily speech performance evaluations in class 10 IPA 3 are shown in the table below:

**Table 1**

**Pre Survey Data of Students Speaking Performance at The Tenth Grade of Senior High School of Muhammadiyah 1 Metro.**

No	Grade	Explanation	Frequency	Percentages
1.	$\geq 75$	Passed	8	29 %
2.	$< 75$	Failed	19	71 %
<b>Total</b>			<b>27</b>	<b>100 %</b>

Data Resources : The students' score of Senior High School of Muhammadiyah 1 Metro, taken on March 29<sup>th</sup>, 2018

The table above provides information on student learning outcomes with Standard Minimum Requirement (SMR) is 75. A total of 29% were categorized as achieving mastery learning and 71% were incomplete. It can be seen that the level of speaking performance that is in tenth grade IPA 3 Senior High School of Muhammadiyah 1 Metro is still very low. With regard to issues related to speaking as described above, the researcher wants to solve the problems that occur in the tenth grade IPA 3 Senior High School of Muhammadiyah 1 Metro. One solution or way that can be done to solve problems in the learning process is to utilize or applying the "Match Game".

**AN UNDERGRADUATE THESIS**

**INCREASING SPEAKING PERFORMANCE BY  
USING LANGUAGE GAMES AMONG THE EIGHTH  
GRADE STUDENTS OF MTS MATHLAUL ANWAR  
MERAкса AJI TULANG BAWANG IN ACADEMIC  
YEAR 2017/2018**



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**CHAPTER I**  
**INTRODUCTION**

**A. Background of Study**

English is a global language. Therefore, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization era. As a global language, English was used in many aspects of life including the field of technology, such as electronic machine, computers, mobilephones, and social media/networks. At this time, the skill of English is really needed both in passive and active performance.

Passive English is a skill in which person can receive message from person's utterances or writing in English. Meanwhile, active English is a skill in which person can use and practice English actively. Therefore, students need to effort passive skill. Active English was also needed not only for communication but also some other purposes such as when they get a position on the jobs.

Speaking is one of the language skills that must be mastered by any foreign language learner. Speaking is productive skill of language learning. It incudes of vocabulary, grammar, intonation, and pronunciation. There are important elements of communicative performances. They should be taught in any language learning to make the learner able to use the target language communication.

Speaking was the kind of ability that the learners will be judged in real-life situation. It was an important thing on daily communication and to make balancing between speaking fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learner as much as possible to able to speak English in the real-life situation. A teacher should have their teaching quality, student's motivation and media. The use of the students to reach the objective of teaching.

Based on the pre-survey in MTS Mathlul Anwar Meraksa Aji Tulang Bawang held in April 2017, some problems were still found on the students ability in English, primarily in speaking. The students were lack of confidence when they practice their speaking english in the class orrally. Caused by lack of vocabularies. And also unperfect pronunciantion skill , they feel ashamed when they had to practice in front of the class, especially when they had to perform speaking individually. They have no self confidence to speak english. The searcher held the Pre-survey on April 18<sup>th</sup> , 2017 at MTS Mathlul Anwar, Meraksa Aji Tulang Bawang, by using the test for knowing the score in speaking performance, the reseacher got the result of the test and can be seen on the following table :

**Table 1**  
**The Result of Students' Speaking Performance Pre-Surveys score**  
**at the Eighth Grade of MTS Mathlaul Anwar,**  
**Meraksa Aji Tulang Bawang**

No	Score	Category	Frequency	Percentage
1	>70	Complete	10	34,48%
2	<70	Incomplete	19	65,51%
Total			29	100 %

Source : English Teacher archives, Pre survey on April, 18<sup>th</sup>, 2017 at Mts Mathlaul Anwar Meraksa Aji, Tulang Bawang.

Related to the explanation above, the writer would like to increase the students' speaking performance. Because it can be seen at MTS Matlaul anwar Meraksa Aji Tulang Bawang, the student's speaking performance score were categorized incomplete, there were less students that have complete score, there were 10 students who passed and 19 students who failed. From 30 students, only 10 students or 34,48 % who completed the Standard Minimum Requirement (SMR) which the standard minimum requirement was 70 for English.

Based on the description above, the writer would like to conduct a research entitled, "Increasing the Speaking Performance by Using Language Games Among The Eighth Grade Students at MTS Mathlaul Anwar Meraksa Aji Tulang Bawang."

The writer knows why they students lack of the speaking in the class. Because they need media to support them in speaking. Language games are instruments which can help students to speak. Hadfield defines a game as an activity with rules, a goal and an element of fun. The element of fun in games

**AN UNDERGRADUATE THESIS**

**THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE  
STUDENTS' SPEAKING PERFORMANCE AT THE EIGHTH  
GRADE OF STATE JUNIOR HIGH SCHOOL 7 METRO**

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**1440 H/2018 M**



## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

As human being in the world we cannot be separated from other people because we live in society, we needed each other. Language is a system of communication and human being accept this as a part of their culture. Language is also a set of rules, which is used as a tool of human communication. By using language someone can communicate and express their idea.

Besides, English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at school, from kindergarten to university. In addition, many books of science, technology, art, and other published issues are written in English. The students should be mastered the basic skills in studying English. They are listening, speaking, reading and writing.

Moreover, one of major skills in English learning is speaking. Speaking is one of the most important parts of learning English. Many students have difficulty in mastering speaking because English is a foreign language that is not used in everyday life to communicate. Speaking is included in productive aspect to conceptualize data in the brain then produce it as an oral information. The ability to speak fluently presupposes not only



knowledge of language features, but also the ability to process information and language on the spot.

However, in learning speaking students have some difficulties that be problem to them. The problems are some of the students are affraid and feel not confident to speak English because they have lack of vocabulary, some of students are not able to pronounce some words correctly, some students are not able to express the meaning of transactional and interpersonal conversation to interact within the environment, some of students are not able to share their own ideas.

Furthermore, in spoken English, speaking is the primary performance to develop to acquire speaking performance, students must have many aspects of speaking such as pronunciation, structure, articulate, content and fluency. Therefore, the students have to improve their speaking performance using mind mapping technique. Mind mapping can help the students to memorize the content about their speaking task. The researcher assumes that using mind mapping technique in teaching speaking will help the students in their learning process. It will motivate and facilitate the students to practice their speaking performance.

Based on the pre-survey data that the researcher have done on November 4<sup>th</sup> 2017, the researcher found that most of the eighth grade students of State Junior High School 7 Metro have low in speaking performance. The number of the students are 27 students. The students still have difficulties in their speaking performance as described before. It can be

seen from the average score of the students daily test that was less than 75.

The data can be known as follow:

**Table 1**  
**The Pre-survey Data of Student's Speaking Performance at the Eight Grade of State Junior High School 7 Metro**

No.	Score	Category	Frequency	Percentage
1	$\geq 75$	Complete	3	11,11 %
2	$< 75$	Incomplete	24	88,89 %
Total			27	100 %

*Source: Document of English Speaking Score among the Eighth Graders of State Junior High School 7 Metro*

Based on the data above, it can be seen that from 27 students at the eighth grade of State Junior High School 7 Metro, the level of the students speaking performance were low. The total subject of the research were 27 students, only 3 students with percentage 11,11 % were passed, and 24 students with percentage 88,89 % were failed. So, the researcher assume that the students still face many problem, among the noticeable problems in speaking like speaking slowly, taking too long to use utterances, and unable to speak without reading.

The researcher interested to do the research because student's speaking at State Junior High School 7 Metro still low. Looking from the problems related to speaking as described before, then the researcher wants to solve the problems of speaking that occurred in the eighth grade at State Junior High School 7 Metro through the application of mind mapping technique because it can help students to memorize the content of their

**AN UNDER GRADUATE THESIS**

**THE USE OF TALKING STICK TO IMPROVE THE AUXILIARY VERB  
MASTERY AMONG THE EIGHT GRADERS OF THE MTs  
RIYADLATUL ULUM BATANGHARI EAST LAMPUNG**



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**1440 H/ 2019 M**

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is one of the important things in this world. It is because all the people use language to communicate, to share knowledge, to give information from one person to another. However, there are many languages in this world. Every country has their own language. It means people need one language to communicate with other people over the world.

That one language is known as international language. English acts as international language that is used to communicate to each other in different countries. A person should master four main skills, those are: writing, speaking, listening, reading. From those skills above, writing is very important. In writing, the students have to master grammar. One of the subjects in English grammar is Auxiliary Verb.

Auxiliary verb is one of ways in the grammar that is used to help verb in the sentence. Therefore, the students have to know about helping verb in the sentence, they should understand auxiliary verb. If they can understand auxiliary verb, it will make them easier to make a good sentence.

In the school of MTs Riyadlatul Ulum, the students have some problems in learning auxiliary verb. It comes from two factor, internal factor and external factor. From internal factor, the students are less interest and less motivate in learning auxiliary verb. It is caused by the students do not understand auxiliary verb well. From the external factor, the students feel

bored and passive. It is caused by the school does not have enough facility to support teaching and learning activities.

In the research, the writer will try to apply The Talking Stick Method in learning auxiliary verb. So, the students are able to understand auxiliary verb well. The Talking Stick Method is one of the appropriate techniques in teaching grammar especially teaching Auxiliary Verb. In learning language, a teacher can vary their technique from the teacher-centered to the student-centered learning. In this case, the students should be active so that they can learn well. The teacher can ask the students to correct the friend's work.

The writer had conducted the pra-survey at the eighth of MTs Riyadlatul Ulum on 23<sup>th</sup> October 2018. Here are the data about their grammar score.

Table 1:

The Result of pre-test Auxiliary Verb at The Eight State of MTs Riyadlatul Ulum East Lampung

No	Name	Test of Auxiliary Verb	
		Score	Category
1.	AZ	40	Poor
2.	AK	20	Poor
3.	DAFA	30	Poor
4.	DW	40	Poor
5.	LAA	40	Poor
6.	LR	30	Poor
7.	MAR	70	Good
8.	MF	50	Poor

9.	MSM	40	Poor
10.	PNA	30	Poor
11.	RAS	20	Poor
12.	RS	40	Poor
13.	RNM	60	Poor
14.	SU	50	Poor
15.	UTF	40	Poor
16.	TH	30	Poor

Source: The result of Pre-survey in the eighth Grader Students' of MTs Riyadlatul Ulum (Pre-Survey on 25<sup>th</sup> October 2018)

Table 2:

Passing Grade criteria in MTs Riyadlatul Ulum

Grade	Student	%	Criteria
$\geq 70$	1	7%	Complete
$\leq 70$	15	93%	Uncomplete

Based on the table above it can be concluded that the students' grammar at the eighth graders of MTs Riyadlatul Ulum got bad score.

So, the researcher uses The Talking Stick Method to this school, and want that method can be a good way to improve the students' auxiliary verb.

#### B. Problem Identification

Based on the background above, the researcher could identify the problem as follows:

1. There are many students who cannot use auxiliary verb correctly.
2. The students are less focus when learning auxiliary verb.

**AN UNDERGRADUATE THESIS**

**THE USE OF GALLERY WALK STRATEGY TO IMPROVE  
THE STUDENTS' READING NARATIVE TEXT AMONG THE  
TENTH GRADE STUDENTS OF MA MA'ARIF 01  
PUNGGUR CENTRAL LAMPUNG.**

By:  
**NILATUL KHASANAH**  
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**1440 H / 2018 M**

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Reading is one of complex skills that should be mastered by the students because it involves perception and understanding. Through reading, students should understand what the idea or the information of a text that wanted to deliver by the writer. Moreover, when reading a text the students should know the generic structure, language feature, and specific information from the text.

In English subject of senior high school, there are some kinds of text that should be learnt by the students. They are descriptive, report, procedure, recount, and narrative. In this research, the researcher focuses on the narrative text. Narrative is a text which tell about story that has purpose to entertain or amuse the reader. It consist three basic generic structures that should be understood by the students.

The researcher conducted pre-survey at MA Ma'arif 01 Punggur. In reading narrative text, the students often found some difficulties. The students felt difficult to comprehend the content of narrative text. The students had lack of vocabulary. The students had low motivation in reading narrative text. The students translated the text word by word without understanding the message of the writer. Thus problems made the



students difficult to reach 70 as The Minimum Mastery Criteria (MMC). It can be seen from the result of pre-survey below:

**Table 1**  
**The Result Of Pre- Survey Reading Narrative Skill**  
**At The Tenth Grade Students Of Ma Ma'arif 01 Punggur**

No	Student's Score	Category	Number of Students	Percentage
1	$\geq 70$	Complete	5	18.52%
2	$< 70$	Incomplete	22	81.48%
<b>Total</b>			27	100%

Source: The data of pre-survey at MA Ma'arif 01 Punggur, taken on November, 16<sup>th</sup> 2017

The researcher held pre-survey on November 16<sup>th</sup>, 2017 at MA Ma'arif 01 Punggur. From the result of the data above, there were 5 students who reach or complete score  $\geq 70$  with percentage 18.52%. So, it can be concluded that from 23 students only 18.52% were completed the minimum mastery criteria (MMC) and 81.48% were categorized into incomplete.

From this explanation, it showed that the students' reading skill at the tenth grade students of MA Ma'arif 01 Punggur Central Lampung were classified poor. Occasionally, the researcher wants to improve the students' reading skill notably in narrative text by using gallery walk strategy. Based on these conditions, the researcher conducted a research "The use of gallery walk strategy to improve the reading narrative text among the tenth grade students of MA Ma'arif 01 Punggur Central Lampung."

**AN UNDERGRADUATE THESIS**

**THE USE OF ROUNDTABLE TECHNIQUE TO INCREASE THE  
DESCRIPTIVE WRITING SKILL AMONG THE EIGHTH GRADE  
STUDENTS' OF THE SMP N 02 PURBOLINGGO EAST LAMPUNG**

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1440 H / 2018 M**

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Writing is one of difficult language skills that should be mastered in learning English, because it needs hard thinking to express the ideas, creativities, opinions, experiences and knowledges in written form and producing words and sentences at the same time. Moreover, when writing a text the students should know the generic structure and make the correct sentences grammatically and structurally.

In the English subject of the junior high school, many kinds of text which are learnt such as argumentative text, narrative text, persuasive text, and descriptive text. Descriptive text is the paragraph that describe the features of someone, something, or a certain place based on a process through the stages, features or characteristics. Description is conveyed based on a result research by looking, listening, feeling or reading. It is expected to make the readers feel, hear, see, smell, and taste the object that is explained by writer.

In addition, there are primary components in the process of teaching and learning in order to develop education quality, such as teachers, students, methods, techniques and course materials. Teaching English in writing class is not enough using the teachers' instruction only. The teacher should choose a technique that can attract the students' interest their involvement. By implementing the technique, the students will not bored during the lesson so it can increase their writing skill. There are many techniques that can be applied

in teaching writing especially Rountable Technique. Rountable Technique is considered effective in improving writing skill of the students.

Students of Junior High 02 Purbolinggo have learned the descriptive text. In writing the descriptive text the students often find some difficulties. The students feel difficult to organize their ideas, students have low vocabulary mastery, students find difficulties in using grammar, the students find difficulties in using grammar, students find difficulties in using punctuation, and the students find difficulties in constructing the descriptive text.

**Table 1**

The pre-survey data of daily test of State Junior High School 2 Purbolinggo Lampung Timur

No	Score	Descriptive Writing		Category
		Frequency	Percentage	
1.	$\geq 70$	8	32 %	Complete
2.	$< 70$	17	68 %	Incomplete
<b>Total</b>		25	100%	

Source : *The English teacher archive at Eighth Grade of State Junior 2 Purbolinggo East Lampung, taken on April . 15<sup>th</sup> 2017.*

The writer held the data of pre-survey on April 15, 2017 among the eighth-grade students of the State Junior High School 02 Purbolinggo Lampung Timurto know the students' writing skill especially in descriptive text. It can be seen from the table above that the total subject of this research is 25 students, while only 8 students who reach or pass score  $\geq 70$  with percentage 32 %. It shows that many students who still have difficulties in writing descriptive text because the students' minimum mastery criteria (MMC) for English of the State Junior High School 02 Purbolinggo Lampung Timur is 70.

From this explanation, it showed that the students' writing skill at the eighth grades of the State Junior High School 02 Purbolinggo Lampung Timur are classified poor. Based on these conditions, the writer conducted a research "The Use of Rountable Technique to Increase The Descriptive Writing Skill among The Eight Grade Students' of the State Junior High School 02 Purbolinggo Lampung Timur".

## **B. Problem Identification**

**AN UNDERGRADUATE THESIS**

**THE USE OF GRAPHIC ORGANIZERS TECHNIQUE TO IMPROVE  
THE STUDENTS' NARRATIVE WRITING ABILITY AT THE TENTH  
GRADE OF STATE SENIOR HIGH SCHOOL 1 METRO**

**By :**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is a crucial language that is used by many people around the world. In this globalization era, English has influenced many aspects in humans' life. In Indonesia, English as a foreign language has taught in all education level because it can help the young generation to reach their future in this modern era. Unfortunately, there are many problems that are faced by the students in learning process. Most of students find difficulties in comprehending the English material because it's not their mother tongue. Moreover, the students never use English in their daily activities so they cannot express their idea, feeling, or opinion in spoken and written English. The learning environment also gives big influence to the students' skill improvement. Many teachers do not use creative learning technique. Therefore, it will be difficult to improve the students' ability.

In learning English, students should deal with four basic language skills which are speaking, listening, reading, and writing. One of the most important skills that have to be improved is writing skill. Writing is major because writing is the part of language used to convey the message to the others in communication. However, writing is considered as the most difficult one because it is complicated skill. There are many aspects which have to be comprehended by students in order to support them in writing process. They are grammar, vocabulary, organization and cohesion, punctuation, and the

other aspects in writing process. Good comprehension in all the aspects will help the students to produce the good writing result.

In the syllabus of Senior High School, there are some kinds of text that should be learnt by the students. One of them is narrative text. It is essential for students because there are many types of narrative text that will be faced by students in their daily life. On the pre-survey on October 20<sup>th</sup> 2017 the researcher got the data of the students' Narrative writing at tenth grade of State Senior High School 1 Metro as follows:

**Table 1**

The pre-survey data of daily test of SMA. N. 1 Metro

No	Score	Narrative Writing	
		Frequency	Percentage
1.	$\geq 70$	9	36%
2.	$< 70$	16	64%
<b>Total</b>		25	100%

Source : The English teacher archive at Tenth Grade of State Senior High School 1 Metro, taken on October, 20<sup>th</sup> 2017

From the table above, it could be seen that the students' writing abilities are low and it should be improved. The total subject of this research is 25 students, while only 9 students who reach or pass score  $\geq 70$  with percentage 36%. It shows that many students who still have difficulties in writing narrative text because the students' minimum mastery criteria (MMC) for English of State Senior High School 1 Metro is 70.



Based on the result found, the researcher concludes that most students still find many problems in writing narrative text. They cannot interpret their ideas to the correct sentences. They also feel hard to organize the sentences into a coherent text. The grammar they used is also incorrect. There are many problems in subject-verb agreement. The vocabularies that they used in describing the object are also not varied.

After finding this fact, the researcher wants to conduct this research in order to solve the problems in English language teaching learning especially in writing narrative text. Writing narrative text is important to be comprehended by students but the result is still far from the expectation. This result indicates that a good teaching model is absolutely needed in order to solve the problems in narrative text teaching learning process.

Graphic organizers are the solution that can be used in this circumstance. Graphic organizers can help the students to organize and structure the information and concept into a good writing result. Thus, the researcher uses graphic organizers as the technique to solve the problems in writing narrative text faced by students of the tenth grade of State Senior High School 1 Metro.

#### **B. Problem Identification**

In this research, the researcher identifies the problems below:

1. Students feel difficult to develop the ideas.
2. Students find difficulties in using punctuation.
3. Students have low vocabulary mastery.



## Documentation Sheet

### Analysis of the Students' Undergraduate thesis

No	Data	Type of Transitivity	The use of Transitivity
1	AI	Material Process	<ol style="list-style-type: none"> <li>1. For instance, when <b>people make a request to someone</b>, they absolutely need language.</li> <li>2. Student's still make error in their narrative writing.</li> <li>3. <b>The researcher found many errors</b> that done by students in narrative writing text.</li> <li>4. They can do it by writing.</li> <li>5. <b>The researcher selected narrative text as the source of data.</b></li> <li>6. If we <b>will make it sequence, it can use cohesive devices.</b></li> </ol>
		Mental Process	<ol style="list-style-type: none"> <li>1. <b>It is known</b> after doing prasurevy.</li> </ol>
		Relational Process	<ol style="list-style-type: none"> <li>1. <b>English is one of the languages</b> that used in the world.</li> <li>2. <b>Indonesia is one of countries</b> which put English as a foreign language.</li> <li>3. <b>Writing is one of skills</b> that should be mastered.</li> <li>4. <b>Narrative text is a story of human experience in the past time.</b></li> <li>5. One of the most popular languages is English.</li> <li>6. Cohesion is one of an important aspects to achieve qualified writing.</li> </ol>
		Behavioral Process	-
		Verbal Process	-
2	DCH	Existential Process	<ol style="list-style-type: none"> <li>1. <b>There are many kinds of language employed</b> by people in the world.</li> <li>2. <b>There are four skills</b> that should be mastered by English learners, namely: speaking, listening, writing and reading.</li> <li>3. <b>There are some requirements</b> that have fulfilled to create a high quality text.</li> <li>4. <b>There are many kinds of text</b> such as, descriptive, narrative, argumentative, procedure, recount, etc.</li> </ol>
		Material Process	<ol style="list-style-type: none"> <li>1. People can collaborate together as well.</li> <li>2. English can create new words.</li> <li>3. The affix bring the changing.</li> <li>4. The researcher takes one of the forms of written text.</li> <li>5. The researcher found the some affixes in derivation.</li> <li>6. The researcher conducted pre-survey.</li> </ol>
		Mental Process	<ol style="list-style-type: none"> <li>1. They do not understand.</li> <li>2. The researcher considered written text as the object.</li> </ol>
		Relational Process	<ol style="list-style-type: none"> <li>1. Language is defined as a tool of communication to build a social relationship among the human being.</li> <li>2. The communication is very important.</li> <li>3. A language is the object.</li> <li>4. Derivation is characterized process.</li> <li>5. English is one of international languages.</li> </ol>
		Behavioral Process	-

		Verbal Process	-
		Existential Process	-
3	DN	Material Process	<ol style="list-style-type: none"> <li>1. Many students still find the difficulty.</li> <li>2. English has been used many people in the world.</li> <li>3. Students use English to interact.</li> </ol>
		Mental Process	<ol style="list-style-type: none"> <li>1. The students of English department are taught the four basic skills.</li> </ol>
		Relational Process	<ol style="list-style-type: none"> <li>1. English is expected as global information.</li> <li>2. Translation is considered covering the four english skilss.</li> <li>3. One of the literature book is written.</li> </ol>
		Behavioral Process	-
		Verbal Process	-
		Existential Process	<ol style="list-style-type: none"> <li>1. There are many strange words.</li> <li>2. There are several reasons.</li> <li>3. These are the examples of transposition phenomena.</li> </ol>
4	DPA	Material Process	<ol style="list-style-type: none"> <li>1. The researcher found many students" have problems.</li> <li>2. Researcher conducted a pra-survey at Senior High School.</li> <li>3. Researcher found some student problems related to English.</li> </ol>
		Mental Process	<ol style="list-style-type: none"> <li>1. Students feel embarrassed and insecure.</li> <li>2. English is considered as a conductor.</li> <li>3. Some students still worry when appointed to answer'.</li> <li>4. The researcher want to conduct a research.</li> </ol>
		Relational Process	<ol style="list-style-type: none"> <li>1. English is known as a foreign language.</li> <li>2. It is an important language.</li> <li>3. English is generally.</li> <li>4. Speaking is an ability to communicate share.</li> <li>5. Speaking is also a skill that belongs to every individual.</li> </ol>
		Behavioral Process	-
		Verbal Process	-
		Existential Process	-
5	F	Material Process	<ol style="list-style-type: none"> <li>1. English was used in many aspects of life.</li> <li>2. They get a position on the jobs.</li> <li>3. The reseacher got the result of the test.</li> <li>4. Teachers can use their creativity.</li> </ol>
		Mental Process	<ol style="list-style-type: none"> <li>d) They feel ashamed.</li> <li>e) They should be taught in any language learning.</li> <li>f) The writer knows.</li> </ol>
		Relational Process	<ol style="list-style-type: none"> <li>1. English is a global language.</li> <li>2. Speaking is one of the language skills.</li> <li>3. Speaking is productive skill of language learning.</li> <li>4. Language games are instruments which can help students to speak.</li> </ol>
		Behavioral Process	-
		Verbal Process	-
		Existential Process	There are important elements of communicative performances.

6	HES	Material Process	1. The researcher found.
		Mental Process	1. The researcher wants to solve the problems of speaking.
		Relational Process	1. Language is a system of communication. 2. English is a foreign language. 3. One of major skills in English learning is speaking. 4. Speaking is one of the most important parts of learning English.
		Behavioral Process	-
		Verbal Process	-
		Existential Process	-
7	NS	Material Process	1. The writer had conducted the pra-survey.
		Mental Process	1. They should understand auxiliary verb. 2. They can understand auxiliary verb. 3. The students feel bored and passive. 4. The students do not understand auxiliary verb well.
		Relational Process	1. Language is one of the important things in this world. 2. Writing is very important. 3. Auxiliary verb is one of ways in the grammar 4. That one languague is known as international language. 5. The talking stick method is one of the appropriate tecniques in teaching grammar.
		Behavioral Process	-
		Verbal Process	-
		Existential Process	1. There are many languauges in this world.
8	NK	Material Process	1. The researcher conducted pre-survey. 2. The reasearcher held pre-survey. 3. The researcher conducted a research.
		Mental Process	1. The students should know the generic structure. 2. The students felt difficult. 3. The researcher wants to improve the students' reading skill. 4. Students should understand what the idea. 5. Students should know the generic structure.
		Relational Process	1. Reading is one of complex skills. 2. Narrative is a text which tell about story.
		Behavioral Process	-
		Verbal Process	-
		Existential Process	1. There are some kinds of text. 2. There were 5 students.
		9	PA
		Mental Process	1. The students should know the generic structure. 2. It can be seen from the table.
		Relational Process	1. Writing is one of difficult language skills. 2. Descriptive text is the paragraph.
		Behavioral Process	-

		Verbal Process	-
		Existential Process	<ol style="list-style-type: none"> <li>1. There are primary components in the process of teaching.</li> <li>2. There are many techniques.</li> </ol>
<b>10</b>	RPS	Material Process	<ol style="list-style-type: none"> <li>1. The researcher got the data.</li> <li>2. Most of students find difficulties in comprehending.</li> </ol>
		Mental Process	<ol style="list-style-type: none"> <li>1. They also feel hard to organize the sentences.</li> <li>2. The researcher wants to conduct this research.</li> </ol>
		Relational Process	<ol style="list-style-type: none"> <li>1. English is a crucial language.</li> <li>2. One of the most important skills that have to be improved is writing skill.</li> <li>3. Writing is the part of language used to convey the message</li> <li>4. One of them is narrative text.</li> </ol>
		Behavioral Process	-
		Verbal Process	-
		Existential Process	<ol style="list-style-type: none"> <li>1. There are some kinds of text.</li> <li>2. There are many types of narrative text.</li> <li>3. There are many aspects.</li> </ol>

## OBSERVATION SHEET

**The most dominant type of transitivity process in student undergraduate thesis written by the English Education Department of IAIN METRO**

No.	Data	Clause	The type of transitivity process					
			Mat erial	Men tal	Relati onal	Behav ioral	Ver bal	Existe ntial
1.	AI	People make a request to someone	✓					
		it can use <i>cohesive devices</i>	✓					
		The researcher selected narrative text as the source of data	✓					
		They can do it by writing	✓					
		The researcher found many errors	✓					
		Student's still make error in their narrative writing	✓					
		It is known		✓				
		English is one of the languages			✓			
		Cohesion is one of an important aspects to achieve qualified writing			✓			
		One of the most popular languages is English			✓			
		Narrative text is a story of human experience in the past time			✓			
		Writing is one of skills			✓			
		Indonesia is one of countries which put English as a foreign language			✓			
		There are many kinds of language						✓
		There are many kinds of text						✓
There are some requirements						✓		
There are four skills						✓		
2.	DCH	The researcher found the some affixes in derivation	✓					
		The researcher conducted pre-survey	✓					
		English can create new words	✓					
		The affix bring the changing	✓					
		The researcher takes one of the forms of written text	✓					
		They do not understand		✓				
		The researcher considered written text as the object		✓				
		English is one of international languages			✓			
		Derivation is characterized process			✓			
		A language is the object			✓			
		The communication is very important			✓			
		Language is defined as a tool of communication			✓			
3.	DN	Many students still find the difficulty	✓					
		Students use English to interact	✓					
		English has been used many people in the world	✓					
		The students of English department <b>are taught</b> the four basic skills		✓				
		English is expected as global information			✓			
		Translation is considered covering the four english skills.			✓			

		One of the literature book is written.			✓			
		There are many strange words						✓
		These are the examples of transposition phenomena						✓
		There are several reasons						✓
4.	DPA	The researcher found many students" have problems	✓					
		Researcher found some student problems related to English	✓					
		Researcher conducted a pra-survey at Senior High School	✓					
		Students feel embarrassed and insecure		✓				
		The researcher want to conduct a research		✓				
		Some students still <b>worry</b> when appointed to answer		✓				
		English is considered as a conductor		✓				
		The researcher wants to solve the problems		✓				
		English is known as a foreign language			✓			
		Speaking is also a skill that belongs to every individual			✓			
		Speaking is an ability to communicate share			✓			
		English is generally			✓			
		It is an important language			✓			
5.	F	English was used in many aspects of life	✓					
		They get a position on the jobs.	✓					
		Teachers can use their creativity	✓					
		The reseacher got the result of the test	✓					
		They feel ashamed		✓				
		The writer knows		✓				
		They <b>should be taught</b> in any language learning		✓				
		Language games are instruments which can help students to speak			✓			
		English is a global language			✓			
		Speaking is one of the language skills			✓			
		Speaking is productive skill of language learning			✓			
6.	HES	The researcher found	✓					
		The researcher <b>wants</b> to solve the problems of speaking		✓				
		English is a foreign language			✓			
		Language is a system of communication			✓			
		Speaking is one of the most important parts of learning English			✓			
		One of major skills in English learning is speaking			✓			
7.	NS	The writer had conducted the pra-survey	✓					
		They should understand auxiliary verb		✓				
		The students do not understand auxiliary verb well		✓				
		The students feel bored and passive		✓				
		They can understand auxiliary verb		✓				
		Language is one of the important things in this world			✓			
		Writing is very important			✓			
		That one language is known as international language.			✓			
		The talking stick method is one of the appropriate techniques in teaching grammar.			✓			
		Auxiliary verb is one of ways in the grammar			✓			

		There are many languages in this world							✓
8.	NK	The researcher conducted pre-survey	✓						
		The researcher conducted a research	✓						
		The reasearcher held pre-survey	✓						
		The students should know the generic structure		✓					
		Students should know the generic structure		✓					
		Students should understand what the idea		✓					
		The researcher wants to improve the students' reading skill		✓					
		The students felt difficult		✓					
		Reading is one of complex skills				✓			
		Narrative is a text which tell about story				✓			
		There are some kinds of text							✓
There were 5 students							✓		
9.	PA	The students find difficulties in using grammar	✓						
		The writer held the data of pre-survey	✓						
		The students often find some difficulties	✓						
		The writer conducted a research	✓						
		The students should know the generic structure		✓					
		It can be seen from the table		✓					
		Writing is one of difficult language skills				✓			
		Descriptive text is the paragraph				✓			
		There are primary components in the process of teaching							✓
		There are many techniques							✓
10.	RPS	The researcher got the data	✓						
		Most of students find difficulties in comprehending	✓						
		They also feel hard to organize the sentences		✓					
		The researcher wants to conduct this research		✓					
		English is a crucial language				✓			
		Writing is the part of language used to convey the message				✓			
		One of them is narrative text				✓			
		One of the most important skills that have to be improved is writing skill				✓			
		There are some kinds of text							✓
		There are many aspects							✓
There are many types of narrative text							✓		
<b>Total</b>			<b>33</b>	<b>25</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>16</b>	
					<b>114</b>				



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-0586/In.28.1/J/TL.00/03/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
Andianto (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ANIS ARISKA**  
NPM : 1601070066  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF TRANSITIVITY ON STUDENTS'  
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN  
METRO

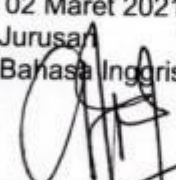
Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 Maret 2021  
Ketua Jurusan  
Tadris Bahasa Inggris

  
**Ahmad Subhan Roza, M.Pd.**  
NIP 19750610 200801 1 014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1827/In.28.1/J/TL.00/07/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA PERPUSTAKAAN IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **ANIS ARISKA**  
NPM : 1601070066  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **AN ANALYSIS OF TRANSITYVITY ON STUDENTS  
UNDERGRADUATE THESIS OF ENGLISH DEPARTEMENT AT  
IAIN METRO**

untuk melakukan *pra-survey* di PERPUSTAKAAN IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Juli 2020  
Ketua Jurusan  
Tadris Bahasa Inggris

  
Ahmad Subhan Roza, M.Pd.  
NIP 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET  
Nomor : P.30/In.28/U.1/OT. 1/07/2020**

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-1827/In.28.1/J/TL.00/07/2020 tanggal 03 Juli 2020 tentang Permohonan izin Pra-Survey di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : ANIS ARISKA  
NPM : 1601070066  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANALYSIS OF TRANSITYVITY ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTEMENT AT IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 27 Juli 2020

Kepala Perpustakaan,



*[Handwritten Signature]*  
Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2469/In.28/D.1/TL.01/06/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ANIS ARISKA**  
NPM : 1601070066  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

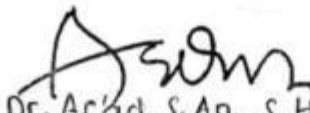
- Untuk :
1. Melaksanakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TRANSITIVITY ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro  
Pada Tanggal : 28 Juni 2021

Mengetahui,  
Pejabat Setempat

  
Dr. Ar'ad, S. Ag., S. Hum., MH  
NIP. 19750505 2001121002



Wakil Dekan Akademik dan  
Kelembagaan,

  
Dr. Yudyanto S.Si., M.Si.  
NIP. 19760222 200003 1 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2468/In.28/D.1/TL.00/06/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA PERPUSTAKAAN IAIN  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-2469/In.28/D.1/TL.01/06/2021,  
tanggal 28 Juni 2021 atas nama saudara:

Nama : **ANIS ARISKA**  
NPM : 1601070066  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TRANSITIVITY ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Juni 2021  
Wakil Dekan I,

  
Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET  
Nomor : P.44/In.28/U.1/OT. 1/07/2021**

Berdasarkan Surat Wakil Dekan I Nomor : B-2468/In.28/D.1/TL.00/06/2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : ANIS ARISKA  
NPM : 1601070066  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF TRANSITIVITY ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 05 Juli 2021  
Kepala Perpustakaan,

  
Dr. As'ad S. Ag., S.Hum., MH.  
NIP. 197505052001121002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-394/ln.28/S/U.1/OT.01/05/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ANIS ARISKA  
NPM : 1601070066  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070066

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Mei 2021  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaain@metrouniv.ac.id](mailto:iaain@metrouniv.ac.id)

---

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : ANIS ARISKA  
NPM : 1601070066  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 3 September 2021  
Ketua Jurusan TBI

**Andianto, M.Pd**  
**NIP: 1987 1102 201503 1 004**







**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [ainmetro@metrouniv.ac.id](mailto:ainmetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Anis Ariska  
NPM : 1601070066

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
		✓			
		✓			
	20/2020 /11	✓			

Diketahui :  
Kepala Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
NIP.19750610 200801 1 014

Dosen Pembimbing I



**Ahmad Subhan Roza, M.Pd**  
NIP.19750610 200801 1 014









**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Anis Ariska  
NPM : 1601070066

Fakultas/Jurusan : FTIK/TBI  
Semester/TA : X/ 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
	24/21 16		Revisi Instrumen	

Diketahui :  
Kepala Jurusan TBI

Andianto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd

NIP.19750610 200801 1 014







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: [stainjusi@stainmetro.ac.id](mailto:stainjusi@stainmetro.ac.id) Website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Anis Ariska  
NPM : 1601070066

Fakultas/Jurusan : FTIK/TBI  
Semester/TA : X/ 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1				
2	1/2021 9	Revise bab dan 3	Revise bab 4 dan bab 5	
3	3/2021 9			

Diketahui :  
Kepala Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing I

**Ahmad Subhan Roza, M.Pd**  
NIP.19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Anis Ariska  
NPM : 160107066

Fakultas/Jurusan : FTIK/TBI  
Semester/TA : IX/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	23/1		Revisi Chapter IV	And
	20/2021		write in complete sentence	And
	18/1		Source of theme → Aspect of - function of - Type of one	And

Diketahui :  
Kepala Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing II

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Anis Ariska                      Fakultas/Jurusan : FTIK/TBI  
NPM : 1601070066                      Semester/TA : X/ 2021

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	25/2021 8		Read Three ! Mubala/oras 2x What	
	2/21 9		See You for	

Diketahui :  
Kepala Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing II

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

## **CURICULUM VITAE**



The name of writer is Anis Ariska. She was born in Papan Asri, May 15, 1998. She is second child of married couple Mr. Nuri and Mrs. Sriyana.

She was enrolled her study at TK Adi Luhung on 2003-2004. She continued her study at SDN 1 Papan Asri on 2004-2010. She continued her study at SMPN 02 Abung Semuli on 2010-2013. She continued her study at SMAN 02 Abung Semuli on 2013 and completed in 2016.

After graduating of SMAN 02 Abung Semuli, the writer continued her study at Metro City. In 2016, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.